



Introductions

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Goals AND OBJECTIVES

- Understand UDL and trace its origin
- Review the benefits of UDL and its options for students and working in the classroom
- Explain UDT and review its characteristics
- Link UDT to classroom and post school goals
- Look at future directions and planning for UDT

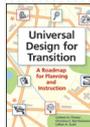


Diversity in the Classroom



Why do we need a new approach?

- What do students need to know and how should we teach them?
- **Does teaching academics mean that we need to give up on transition preparation?**



Universal Design

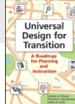
- Universal Design
 - Originated in the field of architect
 - Ron Mace, Center for Universal Design, NC
 - Advocate for upfront planning of accessibility



Universal Design for Learning

- Based in brain-based *Networks* and operations

<p><i>Intentional Networks</i></p> 	<p>Intentional networks are used to plan, perform, and EXPRESS our ideas</p>
<p><i>Strategic Networks</i></p> 	<p>Impacts how we plan, perform, and EXPRESS our ideas</p>
<p><i>Affective Networks</i></p> 	<p>Impacts how we emotionally connect and ENGAGE in learning</p>



Universal Design for Learning

- Principles of Universal Design for Learning
 - Three principles that correlate with the three brain systems

<p><i>Multiple means of representation</i></p>	<p>Concerned with giving learners multiple ways of gaining information by providing and presenting content in multiple ways</p>	<p>Activates the "recognition" operation of the brain</p>
<p><i>Multiple means of expression</i></p>	<p>Concerned with giving learners an understanding of what they have learned and express this knowledge in more than one way</p>	<p>Activates the "strategic" operation of the brain</p>
<p><i>Multiple means of engagement</i></p>	<p>Concerned with tapping into the interest of the learning and providing multiple ways to stimulate engagement for learning</p>	<p>Activates the "affective" operation of the brain</p>



Universal design for transition

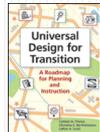
(Thomas, Bartholomew, Scott, 2008)

- Purpose: to bridge the perceived discrepancies between
 - Preparing students to meet academic standards and their transition outcomes
 - Universal and Individual instructional goals.
- Based on: Principles of Universal Design for Learning (Rose & Meyer, 2002) and evidence-based practices for transition (Test, Fowler, Richter, White, Mazotti, Walker, Kohler & Kortering, 2009).



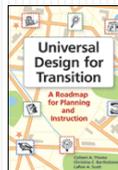
Universal Design for Transition

- UDT expands the concepts of barrier free methods and design to include its application to the
 - design,
 - delivery, and
 - assessment
- of educational services related to the transition from school to post-school for students with disabilities.

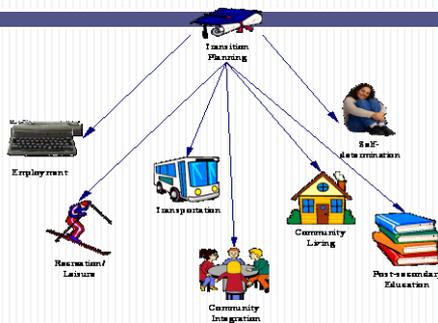


UDT components

- Multiple transition domains
- Transition Assessment
- Student self-determination
- Multiple resources and perspectives

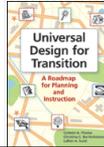


Multiple transition domains



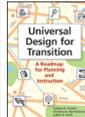
Transition Assessment

- ❑ **Transition assessment:** information gathering designed to determine:
 - ❑ Student preferences and interests for their adult lives
 - ❑ Supports, services, and instruction necessary to help students achieve those life goals
 - ❑ Student transition goal attainment.



Self-determination

- ❑ **Self-determination is a critical component of quality transition planning**
 - ❑ The focus is on a student's preferences and interests for an adult lifestyle.
- ❑ **Focus on self-determination throughout the curriculum-identify links in standards and objectives**
- ❑ **Provide opportunities through UDT in the classroom-creates links in transition process**



Multiple Perspectives/Resources

- ❑ **Multiple perspectives** beyond school and immediate student family must be included in the planning process (who has the information necessary for the team to make decisions)
 - ❑ **Person-centered planning or Student-directed planning**
- ❑ **Links to curriculum and others involved in academic planning**
- ❑ **Resources outside school environment**



Resources for implementing UDT

- Online resources
 - CAST website
 - Transition Assessment lists (VA site)
- Resources in book chapters
- Technology resources
 - Powerpoint
 - Inspiration
 - Word templates



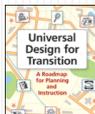
UDT Template

- ❑ Tool for organizing UDT approach to instructional planning
- ❑ Step 1: Identify transition (instruction and assessment), SD needs of students in your class
- ❑ Step 2: Identify links to academic standards
- ❑ Step 3: Identify transition needs not already addressed
- ❑ Step 4: Build UDT unit and lesson plans

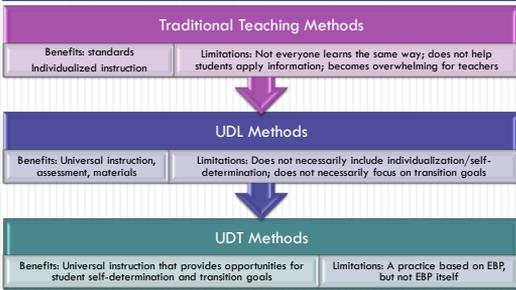


Pulling it together

- ❖ Identify authentic tasks
- ❖ Use flexible teaching models
- ❖ Recognize opportunities
- ❖ Scaffold community-based learning opportunities
- ❖ Find resources
- ❖ Involve students in instructional decisions
- ❖ Target the most important lesson(s)/transition goals first
- ❖ Think broadly



Benefits & Limitations to Methods



Example



- See UDT framework planning tool
- Now read through example of lesson
- Can you identify the UDL components?
- Can you identify the other UDT components?



Wrap up: last questions?